




CSUS: Teacher Scholar Collaborative
An Introduction to Andragogy

Welcome

A Professional Development




Agenda:

- Introductions & Agenda
- Warm up activity: Expectations
- 8 Minute Video: 6 assumptions of adult learning
- Review 8 topics: open discussion add/delete from list
- Practical applications: Review resource CD Web Site Tips
- Where to we go from here: the next step
- Wrap up Exercise: 123
- Evaluation



Warm Up Activity

.....Expectations!



Expectations!

Write Expectations at the top of a flip chart or white board.

When it's time for students to introduce themselves, explain that expectations are powerful, and that understanding them is key to the success of any class. Tell the group that you would like them to:

- Introduce themselves
- Share their expectations of the class
- Add a wild prediction of the best possible outcome should their expectations be met. Ask them to be as specific as possible, and encourage silliness or fun if you want.

Time: 10 min.



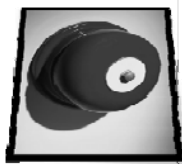
Video: Six Assumptions of Adult Learning

1. The need to know
2. Self concept
3. Experience
4. Readiness to learn
5. Orientation to Learning
6. Motivation to learn

Surveys revealed a need:

*What Can We Cover Today?

1. *Adult Learning Basics*
2. *Course Material and Delivery*
3. *Connect & Engage*
4. *The Disgruntled Student*
5. *The Under Prepared Student*
6. *Learning Styles*
7. *Generation Gap*
8. *Adult English Language Learners*



Practical Applications in the Classroom

Ideas For Practical Application

A. Simplify your syllabus: *A bold move-create your syllabus with your students!*

B. Ways to use SacCT:

1. Create a parking lot *in the discussion tab*. Allows students to ask questions and seek help from each other collaboratively. This will help minimize excess Emails to you the instructor and monitor what types of questions and concerns the students have and identify areas of additional support they need.

Ideas For Practical Application

B. Ways to use SacCT:

2. Display the entire course materials for the semester on SacCT at the beginning of the semester. **Kelly's old way:** Dole it out a little at a time. This would frustrate students who sought to get ahead and complete assignments early. Kelly thought gradual distribution would avoid overwhelming the student.
3. Ask yourself how you the instructor wish to connect and engage your students. Look at the processing and engaging activities tools. **Set your expectation** of engagement at the start of each semester. For example, if you expect collaboration, choose an activity that encourages collaboration and implement on the first day of class.

Ideas For Practical Application

Create norms for your classroom

Norms Example:

NORMS for 237: (Professor Debi Pitta, Dept of Education)

1. Respect for one another
2. Be open minded (Assume positive presupposition)
3. Hold Your Own
4. Take Responsibility for your learning (Contribute)
5. Respond within One Day
6. Be Prepared
7. Questions?...Ask a peer or professor (Use Parking Lot)

What Can We Cover Today?

3. Connect & Engage:

- *Walk about activity*
- *Review CD content of engaging and processing activities*




Where Do We Go From Here?

JOB EMBEDDED – TEACHER LEARNERS



Invitation to participate:

- Book study/article review
- Workshop
- 3 chat sessions during a semester



Wrap Up Activity

3 Things You Found Out
2 Interesting Things
1 Question You Still Have
